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ABSTRACT

This teaching unit on jobs at school is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to make the child aware of the effort involved in operating a school. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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ED188013

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#150

CAREER UNIT FOR GRADES 1 AND 2

JOBS AT SCHOOL

(Public Service Occupations Career Cluster)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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OE 025 870

September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Public Service Occupations Career Cluster

JOBS AT SCHOOL

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Public Service Occupations Career Cluster

JOBS AT SCHOOL

RATIONALE

Most of us realize that our daily activities depend greatly upon skills attained at a school. Most children are involved in an educational program and have had contact with many of the people who contribute to the overall operation of the school. Included in this unit are activities designed to make the child aware of the effort involved in operating a school. The children will explore many working experiences that identify physical, social, academic and artistic skills which are part of an elementary school program. This unit will help children to recognize that the school experiences are relevant and helpful in their daily lives.

GOALS

Through this unit, the students will:

- -Become aware of the many activities that they participate in during a full school day and that the activities involve skills.
- -Recognize that school learned skills and school experiences can be relevant to the world of work, recreation and leisure.
- -Become aware of the different kinds of jobs necessary to operate an elementary school.
- -Acquire an understanding of the responsibilities of and tools used by the personnel of the school they attend.
- -See the relationship between educational skills and working in a school.
- -Gain an appreciation of the need for schools.

PERFORMANCE OBJECTIVES

The students will be able to:

- -List at least seven activities that they participate in during a regular school day.
- -List the skills necessary in order to perform the various tasks.

-Name at least three skills necessary in order for an adult to perform his job, enjoy his recreation or leisure time and to function at home.

-Name at least seven jobs necessary to the operation of a school.

-Name at least five school workers and be able to describe their responsibilities and name the tools necessary to the performance of their job.

-Name at least three skills that school employees would need in order to do their job well.

-Give at least two reasons the community needs the services provided by schools.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine the class awareness of schools and school-related careers:

1. List the activities that you would participate in during a regular school day.

2. List the skills you need to have in order to participate in the various activities.

3. List some skills that an adult would need to have in order to do his job and enjoy his recreation and leisure time.

4. Name as many school workers as you can and give a brief description of their responsibilities. List any tools they might need in order to do their jobs.

5. Name some skills a school worker would need to have in order to do his job.

6. Tell why you think a community needs to have schools.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objective.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit:

-Library books as listed.
-Films, filmstrips and soundstrips as listed.
-Tape and tape recorder.
-Art materials.
-Task cards.
-Film projector.
-Filmstrip projector.
-Phonograph.

Films:

School Safety Committee
Playground Safety
School Children Around the World

Filmstrips:

School Helpers
School Helpers, Copy B
School Nurse
Teacher
Principal
Our School
Going to School Is Fun

Books:

Title	Dewey Number	Author
The Little Red Schoolhouse	371.6	Sloane
Just Awful	PB	Whitney
Hold That Computer	C15	Hayes
How Schools Help Us	370 & PR(P)	Hage
School Helpers	C11	Hoffman
Get Ready for School	372	Radlauer
Schools Around the World	370 & PR(I)	Scarry
The School Train	C15	Acker
School Bell in the Valley	C15	Carlson
Dead End School	RA	Coles
Dan & Miranda	C15	Gage
The Oldest in the Class	C14	Hallquist
Don Diego's Old School Days	979.498	Dixon
Let's Go to a School	372 & PR(I)	Buchheimer
Five Friends at School	370 & PR(I)	Buckley

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films: 3665 Our Class Works Together
6070 Helpers at our School
3857 Lets Play Safe

COMMUNITY RESOURCES

The following persons may be utilized in the School unit:

-Parents.
-School Employees.

INSTRUCTIONAL STRATEGY: LESSONS 1-8

Lesson 1

PURPOSE

To develop the students awareness of the many activities that they participate in during a regular school day.

MATERIALS

1. Pre-test.
2. 24 x 36 lined newsprint.
3. Butcher paper.
4. Crayons or felt pens or paint.
5. Task cards.

INTRODUCTION

Say: "Today we will talk about the things you do in school. Think about all the many activities that go on during a regular school day. How many are you involved in? Let's list our daily school activities." (List on newsprint as long as students offer ideas.)

CLASS ACTIVITIES

1. Take pre-test.
2. List daily school activities.
3. Use task cards.
4. Make murals of various school activities (8-10 children per mural).

SUMMARY

1. Read the list of daily school activities.
2. Individual reports from children using task cards.
3. Evaluate murals.

Lesson 2

PURPOSE

To develop the students awareness of the many skills required in order to perform the various tasks during a regular school day.

MATERIALS

1. List of school activities from previous lesson.
2. Paper titled "Activities Require Skills" page 7.
3. Flash cards or construction paper to make flash cards, page 8.
4. Task cards.

INTRODUCTION

Say: "Let's read the list of school activities we made yesterday. Let's think about the skills involved in performing each task. We will need Social Skills, Academic Skills, Physical Skills, and Artistic Skills. As I read down our list try to determine the skill that is necessary in order to perform each task."

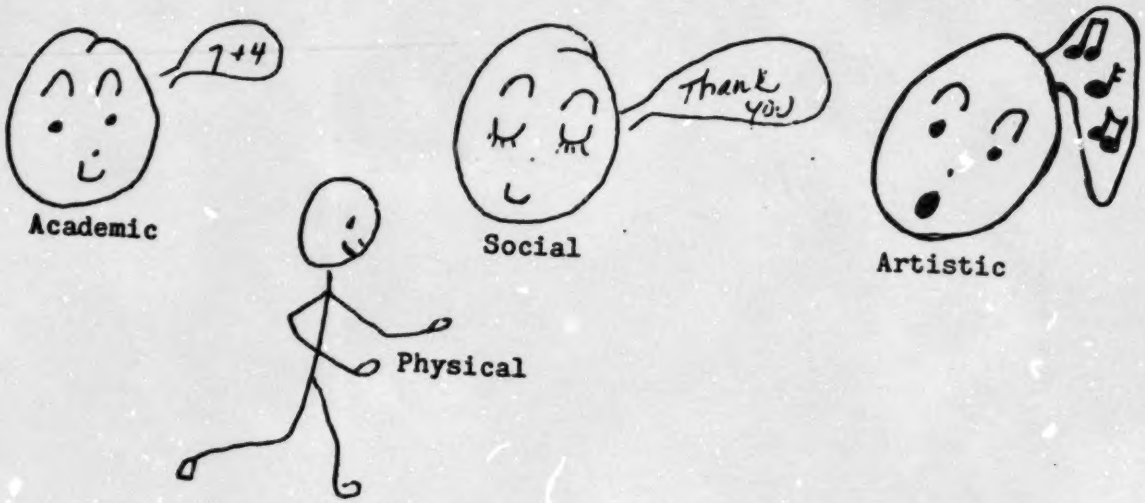
CLASS ACTIVITIES

1. Class discussion:
   A. What are skill areas?
   B. Determine what skills are involved in participation in various activities.
2. Categorize class activities into skill areas by means of a multi-response game, see page 7.
3. Use task cards.

SUMMARY

1. Summarize class discussion.
2. Individual reports from children using task cards.

ACTIVITIES REQUIRE SKILLS



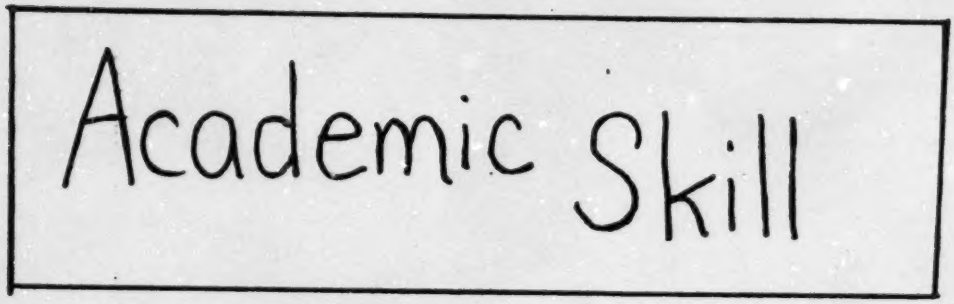
(Flash cards may be used in a multi-response class activity - children could make their own flash cards.)

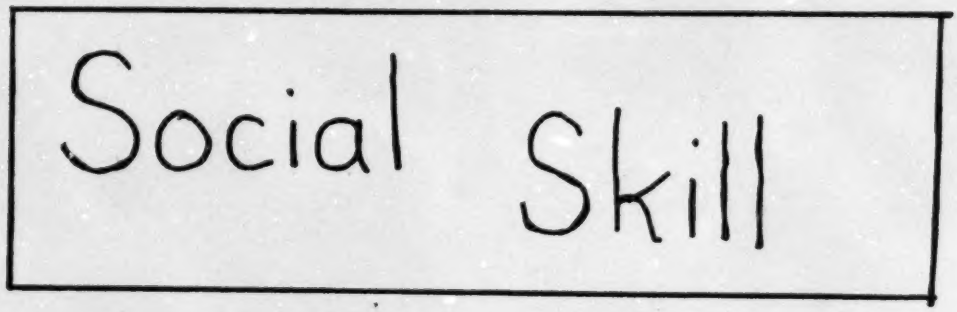
Read the list slowly and carefully. Give each person a chance to respond or select his card.

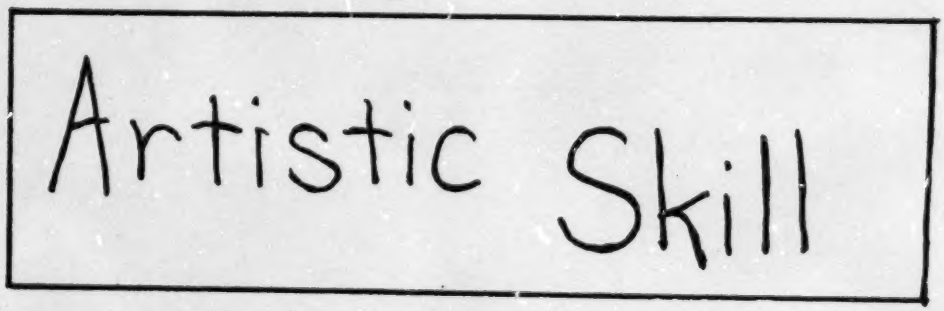
1. Pushing
2. Math
3. Making decisions
4. Running
5. Painting
6. Working with a teammate
7. Walking
8. Language
9. Writing
10. Drawing
11. Standing
12. Dancing
13. Drama
14. Reaching
15. Reading
16. Handling
17. Feeling
18. Friendship
19. Turning
20. Spelling
21. Jumping
22. Listening
23. Playing a musical instrument
24. Crawling
25. Singing
26. Getting along with others
27. Sitting
28. Cooperation
29. Following directions
30. Pulling
31. Speaking
32. Throwing
33. Sharing

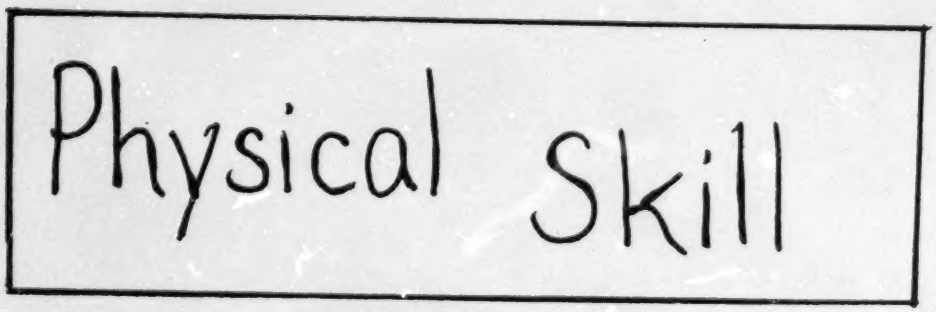
Make a ditto. Use these for student - made flash cards.

For added strength use manilla paper.









Lesson 3

PURPOSE

To develop the students awareness of the many activities that adults participate in at home, work, leisure and recreation times. To help students recognize that the skills we use at school must also be used by adults in their various activities.

MATERIALS

1. 12 x 18 construction paper.
2. Task cards.
3. Felt pens or crayons.
4. 24 x 36 lined newsprint.
5. Poster Ideas, page 10.

INTRODUCTION

Say: "Let's think about some of the activities our parents participate in. What kind of work do they do? What are their hobbies? What do they do for fun? Recreation? What jobs do they do at home? Let's make a list of parent activities. We want fo find out if they use any of the same skills we use at school."

CLASS ACTIVITIES

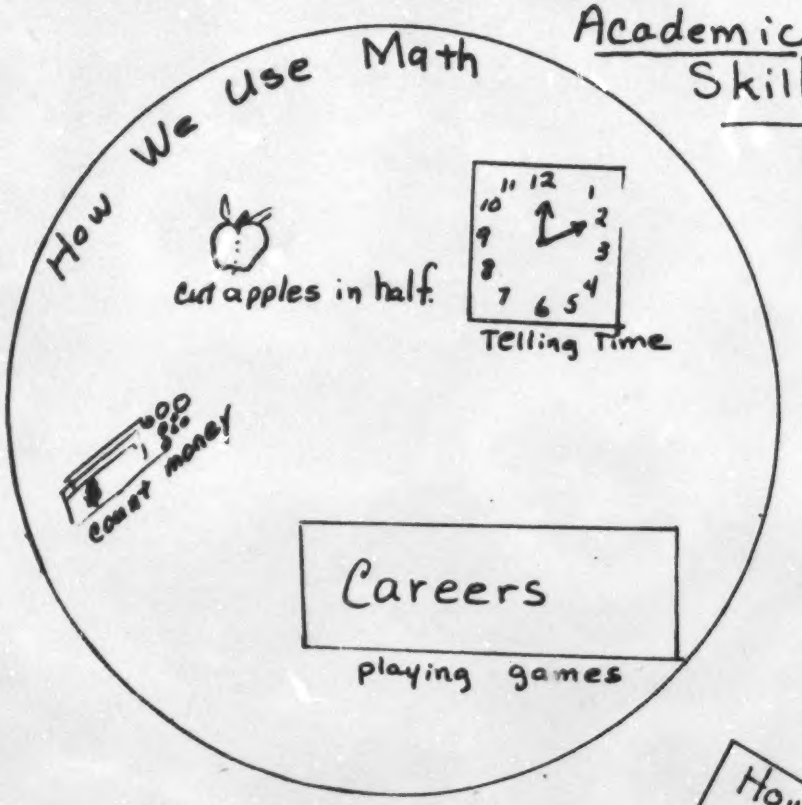
1. Class discussion based on the introduction questions.
2. Make a composite list of Parent Activities.
3. Determine what skills are necessary for the parent to perform the various tasks.
4. Class will make posters on How We Use Various Skills (see Poster Ideas, page 10).
5. Use task cards.

SUMMARY

1. Review Parent Activity List.
2. Individual reports from students using task cards.
3. Share posters.

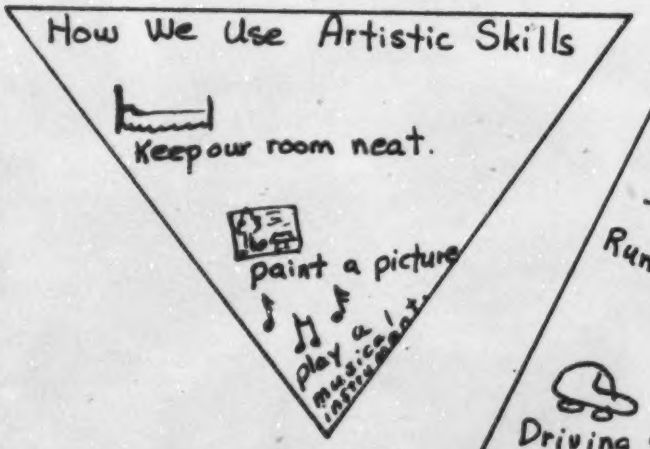
Poster Ideas

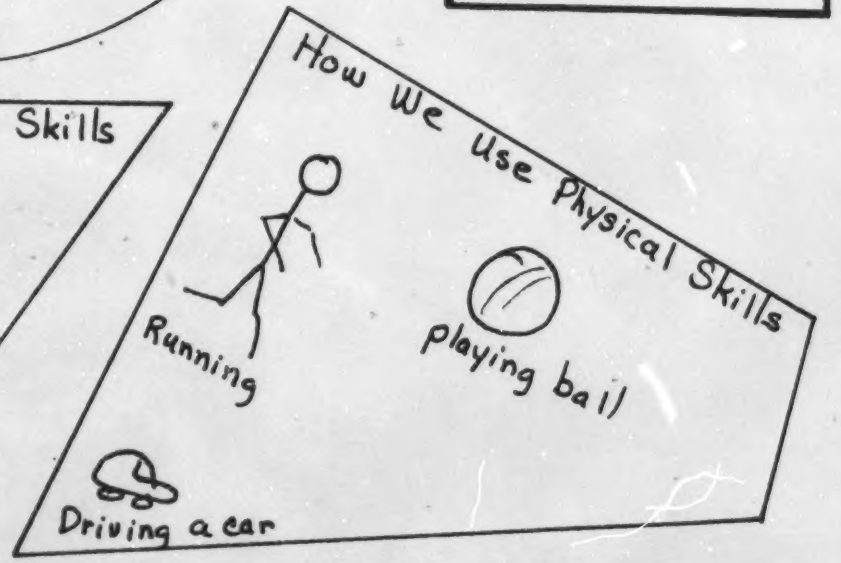
Academic Skills

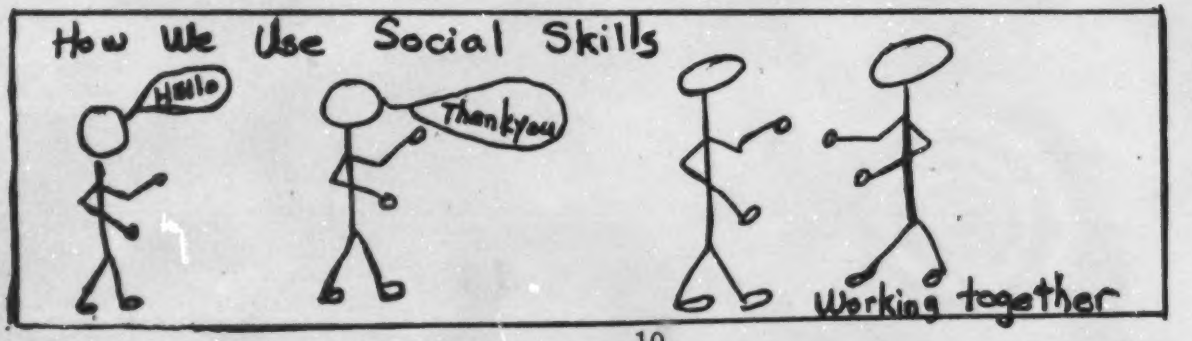


Ideas

How We Use Math
How We Use Reading
How We Use Health
How We Use Writing
How We Use Science
How We Use:
- Friendship
- Sharing
- Walking
- Listening
- Art
- Music







Lesson 4

PURPOSE

To develop the pupils awareness of the different kinds of jobs necessary to operate an elementary school.

MATERIALS

1. Worker Wheel - School, next page.
2. Films or filmstrips about school workers.
   Suggested: Helpers at our School*
   Our Class Works Together*
   The Principal (F.S.)*
   *Available at County Schools Instructional Resource Center.
3. Task cards.

INTRODUCTION

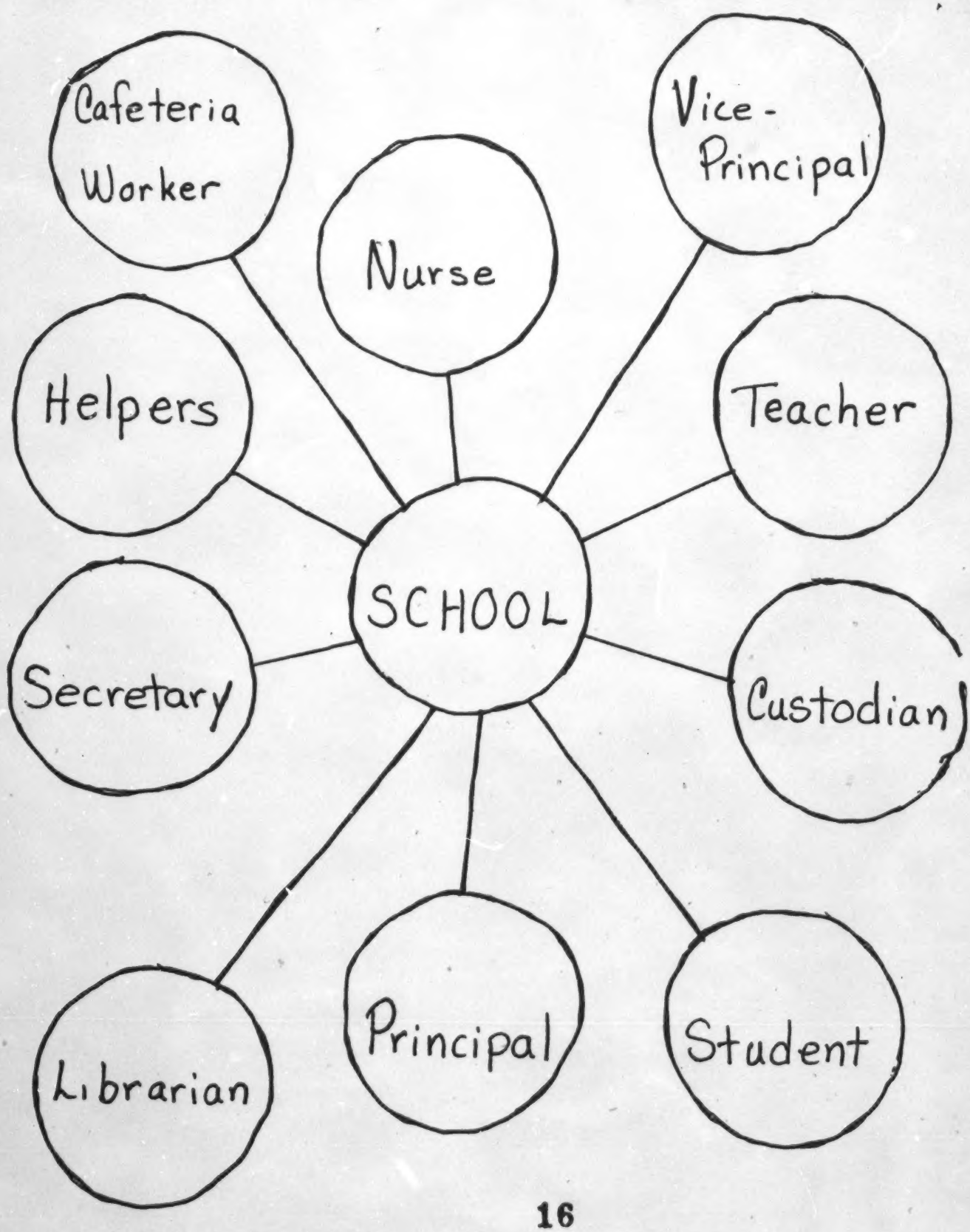
Say: "Today we will try to see if our own school requires the same number of workers that we find on our worker wheel. I'll give each of you a copy of the wheel. As we travel around the school quietly, check off each worker as we observe various jobs people are doing. Some of us will view filmstrips about several school helpers. We can compare our own school with others."

CLASS ACTIVITIES

1. Read over the school jobs listed on the Worker Wheel.
2. Take a walking field trip around the school.
3. View films or filmstrips.
4. Task cards.

SUMMARY

1. Compare workers at our school with those listed on Worker Wheel.
2. Summarize films or filmstrips.
3. Hear individual reports from groups using task cards.


Cafeteria Worker
Nurse
Vice-Principal
Helpers
Teacher
SCHOOL
Secretary
Custodian
Librarian
Principal
Student

Lesson 5

PURPOSE

To develop the students awareness of the responsibilities that various school workers must assume. To acquire an understanding of the tasks performed by employees of a school.

MATERIALS

1. Interview Sheet, next page.
2. Films or filmstrips about school workers.
   Suggested: Helpers at our School*
   Our Class Works Together*
   The Principal (F.S.)*
   *Available at County Schools Instructional Resource Center.
3. Task cards.

INTRODUCTION

Say: "Today we will try to find out just what the various school workers do. Some of us will interview school workers. Some will view films. We will try to find out how all the workers contribute to the running of our school."

CLASS ACTIVITIES

1. Interview School Workers.
2. View films or filmstrips.
3. Use task cards.

SUMMARY

1. Read interview sheets.
2. Summarize films or filmstrips.
3. Individual reports from children using task cards.

*Interview arrangements should be made ahead of time and an appointment set up with each school worker.

JOBS AT SCHOOL

Name _____ Date _____

Name of person to be interviewed _____

_____

Position or Job Title _____

1. Tell some of the things you do on your job. _____

_____

_____

2. What do you most like about your job? _____

_____

_____

3. What are some things that you dislike about your job?

_____

_____

4. Tell what you had to know to be able to get your job?

_____

_____

5. Tell why your job is important to the operation of the school.

_____

_____

6. How do you feel about what you learn from your job?

_____

_____

Lesson 6

PURPOSE

To develop the students awareness of the many skills that are necessary in order for the school worker to do his job well.

MATERIALS

1. Work sheet: School Workers Need Skills, next page.
2. Activities Require Skills, from Lesson 2.
3. Task cards.

INTRODUCTION

Say: "We've talked a great deal about school learned skills. We talked about physical skills, social skills, and artistic skills. Let's try to determine which skills are necessary in order for the school worker to do his job the best way he or she can. I will give each of you a work paper. Read carefully and put down your own ideas."

CLASS ACTIVITIES

1. Review the "Activities Require Skills" paper.
2. Do Skills workpaper.
3. Use task cards.

SUMMARY

1. Evaluate workpaper.
2. Individual reports from children using task cards.

Name _____

SCHOOL WORKERS NEED SKILLS

List at least three skills you feel are necessary in order for the school worker to do his job well.

Nurse

_____

_____

_____

Principal

_____

_____

_____

Custodian

_____

_____

_____

Teacher

_____

_____

_____

Vice Principal

_____

_____

_____

Librarian

_____

_____

_____

Secretary

_____

_____

_____

Cafeteria Worker

_____

_____

_____

Student

_____

_____

_____

Helpers

_____

_____

_____

Lesson 7

PURPOSE

To develop the student awareness of the need for schools and school workers. The children should also acquire an appreciation for the services provided by schools.

MATERIALS

1. Task cards.
2. Role playing activity sheet, next page.
3. Paper and pencils.
4. Resource person; any school worker, or parent.
5. Life Without School, page 19.

INTRODUCTION

Say: "Let's pretend that the president had declared that from this day on we would have no more schools in the United States. Do you like that idea? Do you think we would have any problems because of such a decision? What would we be like in five years? How would our community operate? What about stores, libraries, hospitals? Would other jobs be affected because the schools closed down?

CLASS ACTIVITIES

1. Discussion based on questions in the introduction.
2. Listen to resource person.
3. Use task cards.
4. Write stories; suggested titles: School Is....., No School Today, School Is Important to Me, School and Learning.
5. Present skits.

SUMMARY

1. Review the talk by the special guest.
2. Evaluate skits.
3. Read stories.
4. Individual reports from students using task cards.

ROLE PLAYING

The following situations should be used as role playing experiences.

1. You are eight years old. You lived far out in the country. You could not attend school until now. Tell the teacher the things you hope to learn at school. Be sure to let her know why you feel you should have an education.

2. You are an advisor to the President of the United States. He wants to close all schools. See if you can present a good argument to keep the schools open.

3. The President has decided that school should end after the third grade. Use good persuasive powers to convince him that you must attend for a longer period of time.

4. The Principal has decided that children should not learn to listen. Try to convince the Principal that listening is an important skill.

LIFE WITHOUT SCHOOL

(To be used as an outline for the guest speaker.)

1. Do you feel that the community needs schools? Why?

2. What would our future be like if we had no schools?

3. Would we be able to live like we do now?

4. How would our community be affected if all the schools were closed?

5. What are some things you feel you gained from attending school?

6. What did you like best about school?

8. How do you think our nation benefits from having a public school system?

9. What makes you feel proud about this school?

Lesson 8

PURPOSE To develop students understanding of how much they've become aware of school workers, activities, skills and services.

MATERIALS

1. Tape recorder.
2. Tape from pre-test.
3. Entry Level Assessment.
4. Task cards.
5. Book: How Schools Help Us or School Helpers or Good Substitue.

INTRODUCTION Say: "Today we will find out how much we've learned about schools. Let's listen to the tape we made before the unit began. Let's find out how much more we know, now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make a new tape as a post-test.
3. Use task cards.
4. Listen to story.

SUMMARY The children should feel free to talk about the things they've enjoyed about this unit. They should feel free to express likes and dislikes.

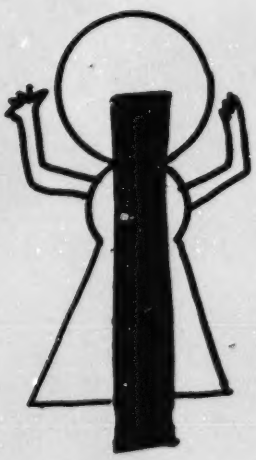
TASK CARD 1

READY, SET,
GO!

You need:

1. Any book you enjoy
2. Construction paper
3. Chip board strips
4. Crayons or felt pens

Select any book that you enjoy. Read your favorite story. Make stick puppets to go with the characters in the story. Be prepared to share it with the class.



Chip board should be attached to the back of your puppet.

TASK CARD 2

DEAR GRANDMOTHER AND GRANDFATHER

You need:

1. Your spelling book
2. Paper
3. Pencil
4. Envelope

Select any spelling lesson you have studied. Use the words in the lesson to write a letter to your grandmother, grandfather or a friend. You can write more letters if you have time.

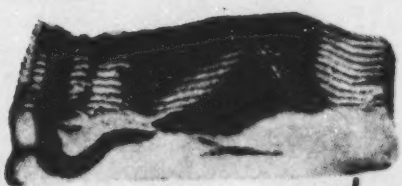
TASK CARD 3

MONEY ADDS UP!

You need:

1. paper
2. pencil
3. skill in math

You are going on a shopping trip for your mom. Use your skill in math to tell how much money you will spend. Select at least six items. Color a picture of the item and show the price. Add all the prices together to find the total amount of money you would spend.



BACON 95¢

PLUMS 39¢

25¢

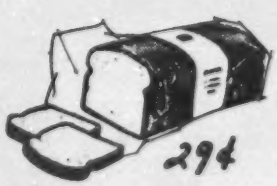
CELERY 29¢

ONIONS 10¢

59¢

Strawberries 34¢

CABBAGE 15¢

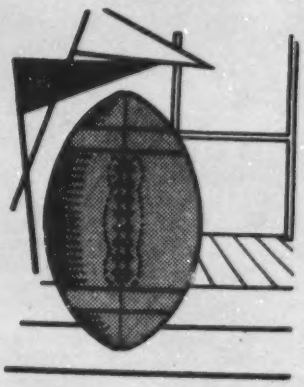


29¢

30¢

TASK CARD 4

RELAX,
ENJOY LIFE!



You need:

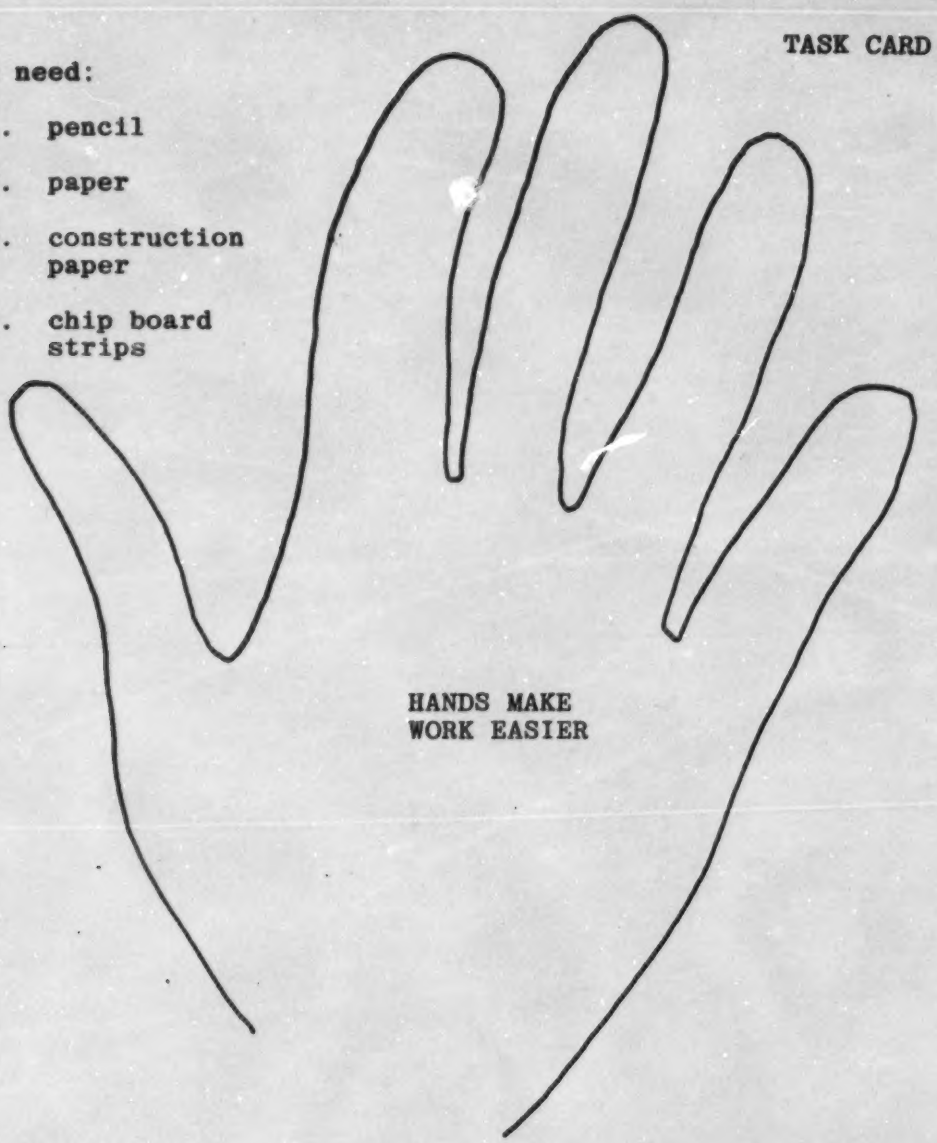
1. magazines
2. 12 x 18 construction paper
3. glue
4. scissors
5. felt pen or crayon

Look through some magazines. Find pictures of people enjoying their recreation and leisure time. Cut the pictures out and glue them to the construction paper. Try to name some skills that are necessary in order for the people to participate in their fun activity.

TASK CARD 5

You need:

1. pencil
2. paper
3. construction paper
4. chip board strips

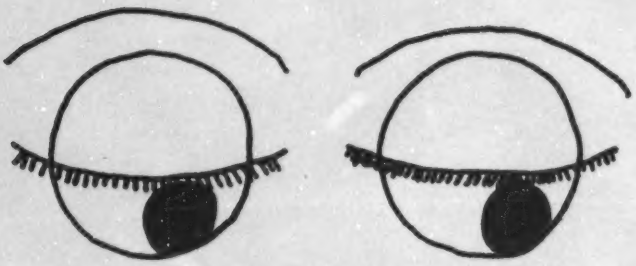


HANDS MAKE
WORK EASIER

List as many ways as you can that you use your hands. Think about the skills that require hands. Make a hand stick puppet and share your ideas with the class.

Chip board strips should be attached to the back of your hand puppet.

BABY BLUES! **TASK CARD 6**



You need:

1. paper
2. pencil
3. construction paper
4. sand paper

Eyes help us do many things!

List as many ways as you can in which you use your eyes. How do your eyes help you? Think about the skills that require eyes. You may want to make eyes to put on the flannel board as you report your findings to the class!

A small piece of sand paper will make your picture stick to the flannel board.

TASK CARD 7

THE NOSE KNOWS!

You need:

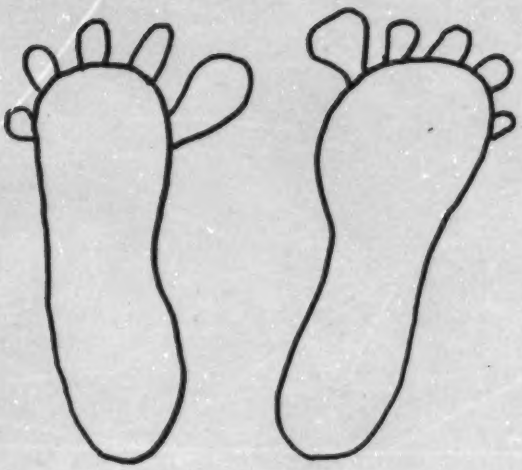
1. paper
2. pencil
3. felt pens
4. manilla - 12 x 18

Noses can be very useful!

List many ways in which your nose helps you. Use felt pens to make a collage of many different noses. Share your ideas with the class!

If you have time, you may want to do the same project using ears or mouths!

TASK CARD 8



HANG TEN!

You need:

1. paper
2. pencil
3. manilla 12 x 18
4. felt pens

Feet come in handy!

List as many ways as you can in which you use your feet. Think about the many skills that require feet. Use felt pens to make a foot poster. Share your ideas with the class!

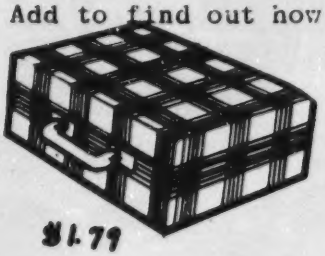
TASK CARD 6

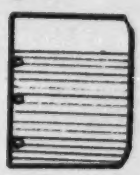
Back-to-School

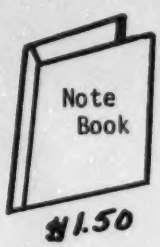
You need:

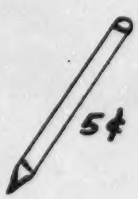
1. pencil
2. paper
3. manilla (12 x 18)

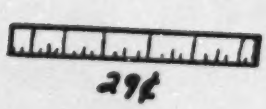
You are going on a shopping trip for your school supplies. Use your skill in math to keep track of how much money you spend. Color a picture of each item you purchase and indicate the amount. Add to find out how much you spend.





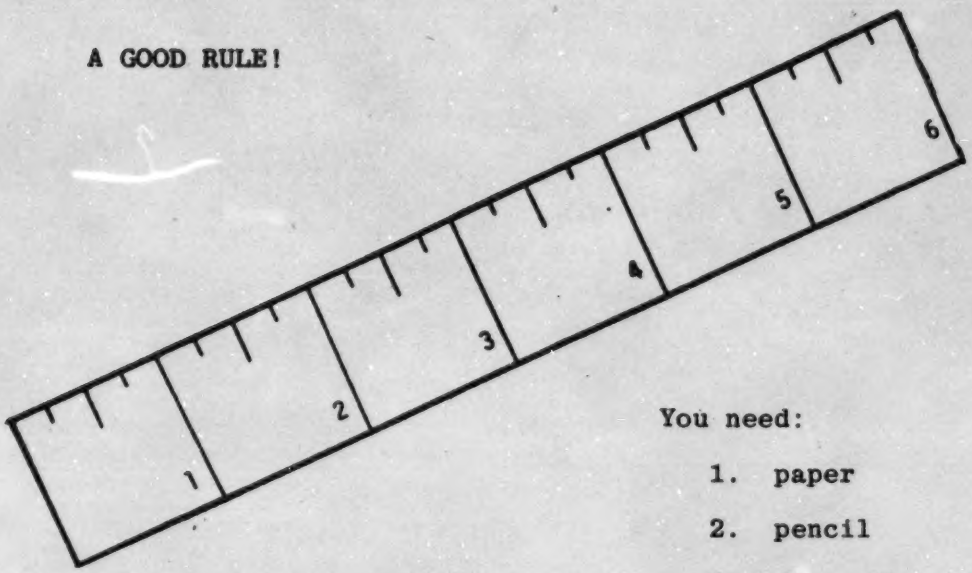






TASK CARD 10

A GOOD RULE!



You need:

1. paper
2. pencil
3. five other students

Use your skill in math to measure the length of five students' hair. Then measure each little finger and next the length of each shoe.

Record your findings. Be prepared to share your ideas with the class.

TASK CARD 11

BUILDING THINGS USING SKILLS!

You need:

1. clay
2. paper strips
3. plastic straws
4. toothpicks
5. glue
6. clock
7. Other items you'd like to use for building!

Use the items listed above to build a structure as <u>tall</u> as yourself. You have only <u>15</u> minutes.

TASK CARD 12

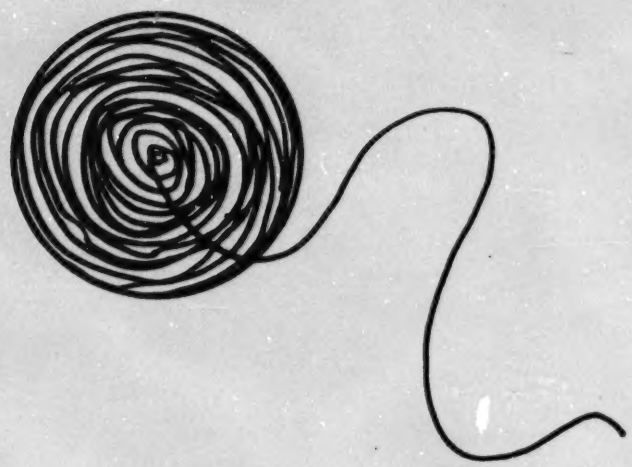
BOOK
REPORTS

You need:

1. Your favorite book or story
2. Manilla (12 x 18)
3. Felt pens

Design a book jacket for your favorite book or story. Use manilla paper and cut it to fit the book. Draw a picture on the front. Write a short summary on the flap.

TASK CARD 13



SPIN A YARN

You need:

1. four other people
2. a ball of yarn
3. listening skill
4. talking skill
5. scissors

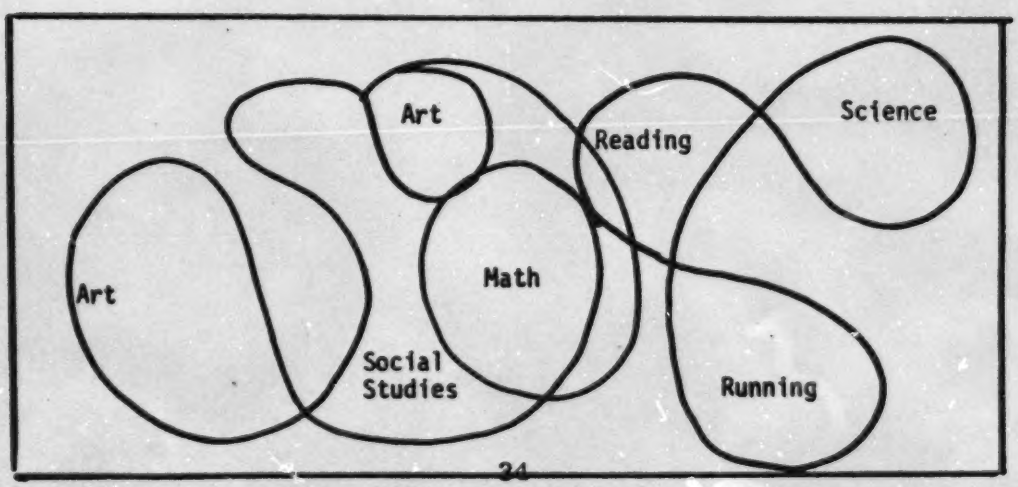
Take a ball of yarn. Pass it to the other people in your group. Have each person cut a piece of yarn off. Cut a length you think you will need. After each person has a piece of yarn, you are to talk about yourself as long as it takes you to wind your yarn around your finger. Be courteous listeners when it's your friend's turn to talk.

DESIGN YOUR DAY

You need:

1. 12 x 18 manilla
2. crayons
3. black felt pen

Use your black felt pen to make a swirl design on your paper. In each space list the activities you would participate in during a regular school day. Think about all of the things you study. Don't forget recess and lunch!



TASK CARD 15

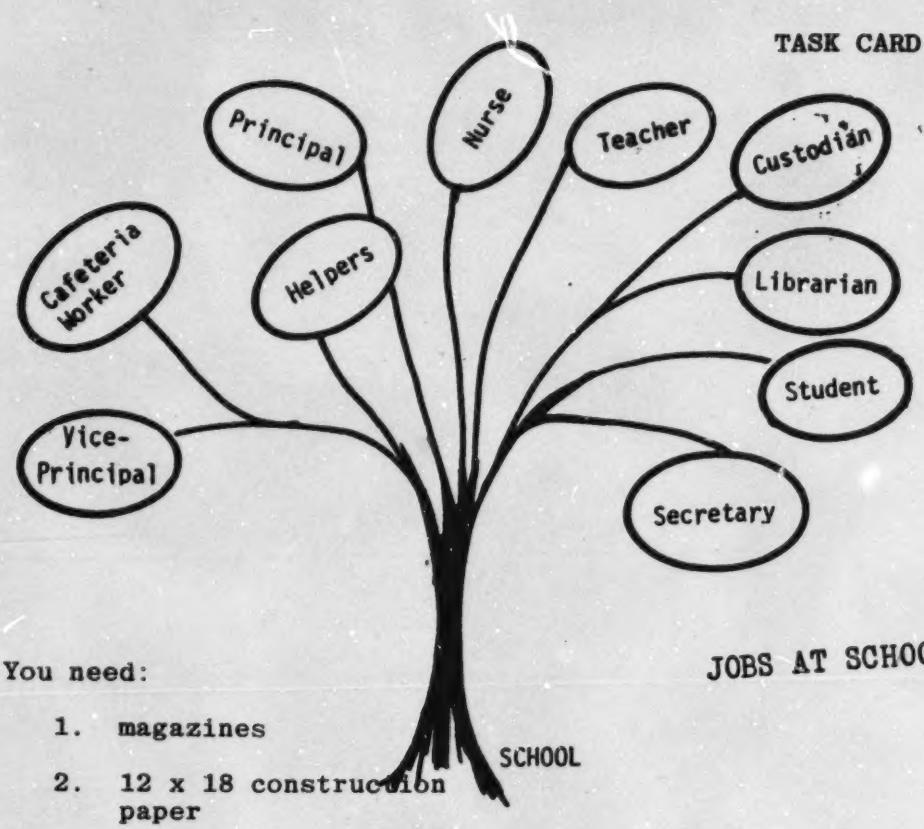
STOP

LOOK

LISTEN

Design a safety poster for your school. Give your poster a title. Think about the need for safety rules. Think about the people who help make our school a safe place to be.

TASK CARD 16



JOBS AT SCHOOL

You need:

1. magazines
2. 12 x 18 construction paper
3. glue
4. felt pens or crayons

If you were to work at a school when you grow up which job would you like to do? Make a picture or a collage to show the job you'd like and cut pictures from magazines which best describe the kinds of tasks you would do on your job. Be sure to give your picture a name.

I WANT TO BE A PRINCIPAL

TASK CARD 17

BACK-TO-SCHOOL

You need:

1. construction paper
2. lined paper
3. pencil
4. crayons
5. stapler

Create your own school. What workers would you include? What subjects would be taught? What time blocks do you think would be best. Put your ideas in a book that you design.

These words might help!

Custodian	Secretary	Reading	Spelling
Principal	Helpers	Math	Music
Vice-Principal	Librarian	Science	Writing
Nurse		Art	Recess
Teacher		Social Studies	Lunch
Cafeteria Worker		Physical Education	